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ABSTRACT

Reviewed in this public relations publication is an overview of programs, goals, and procedures written for parents and lay groups as well as segments of the educational community. (BC)

ED 088925

Educational Quality Assessment in Pennsylvania

The first six years

Pennsylvania Department of Education 1973

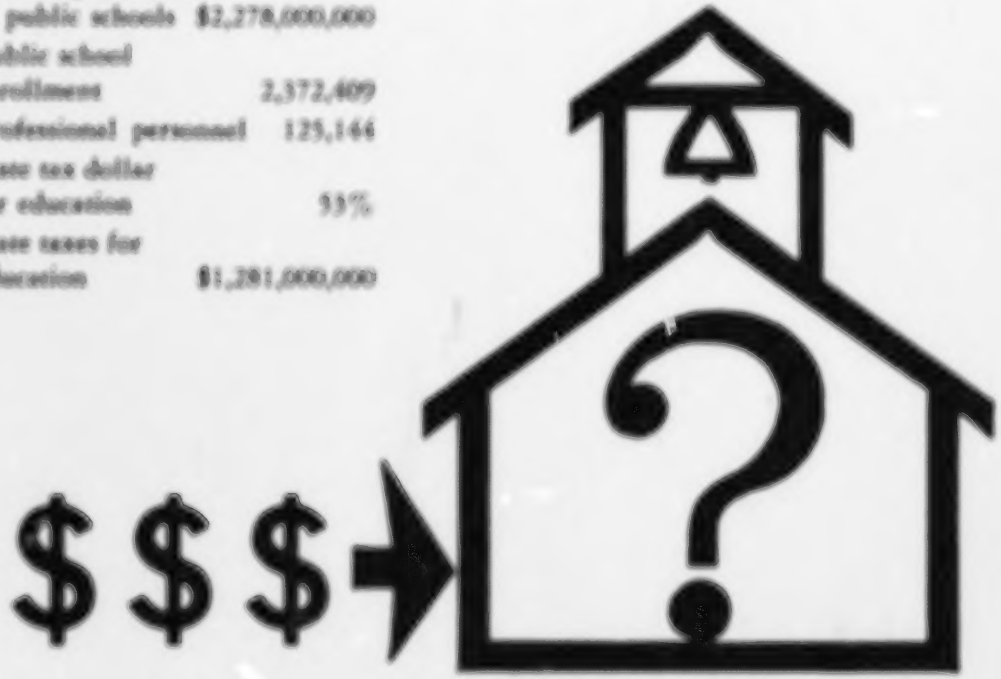
Educational Quality Assessment in Pennsylvania

The First Six Years

Even a casual look at the size of the educational enterprise in the Commonwealth of Pennsylvania suggests why some accounting of what the taxpayers are getting for their educational dollar is necessary:

- Total expenditures of public schools $2,278,000,000
- Public school enrollment 2,372,409
- Professional personnel 125,166
- State tax dollar for education 33%
- State taxes for education $1,281,000,000

Combine the number of people involved in education, the state tax dollars collected therefor, and the massive expenditures for education with some recent criticisms of schools:



- The public schools are the kind of institution one cannot really dislike until one gets to know them well. Because adults take the schools so much for granted, they fail to appreciate what grim, joyless places most American schools are . . .

  —*Charles Silberman*

- The character of a school's output depends largely on a single input, namely the characteristics of the entering children. Everything else—the school budget, its policies, the characteristics of the teachers—is either secondary or completely irrelevant.

  —*Christopher Jencks*

- My grandmother wanted me to have an education, so she kept me out of school.

  —*Margaret Mead*

- For most members of the present generation this hope, that their children will benefit more from school than they, is doomed to disappointment.

  —*Everett Reimer*

The Critics Attack

One does not have to read extensively in educational—or even popular—literature without running into a critic or potential reformer of education. While John Holt and Jonathan Kozol are content to criticize the schools, Max Rafferty is going to save them, and Ivan Illich is ready to abandon them.

"Johnny Can't Read" has become "Johnny Can't _____ " —the reader can fill the blank with almost any goal of the schools and find a critic saying how notably the schools have failed their mission.

While some criticism is valid, other is strictly "shooting from the hip." "Quality education" has replaced motherhood and cherry pie as a sacred Americanism with which no one can take exception although it is sometimes no more than a slogan or code to justify one's stand on an issue—such as busing.

What is Quality Education?

But just what is quality education? What are the goals of America's—and Pennsylvania's—schools? When is a school good? When more students go on to college? When it has more Merit Scholars? When it spends more money? When it has a championship football team? Or possibly, when the school officials say it is?

Very little other than some-or-e's saying so, and some of the proxy measures of quality that have been suggested above, has been available to determine whether a given school is truly offering quality education.

To devise a more objective, systematic means of evaluation is the goal of Pennsylvania's Educational Quality Assessment program, operational since 1970.

The Pennsylvania Plan

Pennsylvania's educational quality assessment program is unique and possibly quite different from what the reader may interpret the phrase to mean.

First of all, although the program is mandated by state law, participation of school districts has been on a voluntary basis. Contrary to the suspicions of many critics, schoolmen as well as the public are anxious to obtain objective information about their schools, their teachers and their students.

Educators Respond to Assessment

Teachers, and their organizations, also are recognizing and accepting the public's call for accountability. Albert Shanker, president of the United Federation of Teachers, has written:

"The public schools are supported by taxes because schools are there to accomplish public purposes, and the public has a right to know the extent to which those purposes are or are not being achieved. . . Test results might well become the best weapon that organized teachers have in their struggle for school improvement. . . Poor scores may well turn out to be a measure of the additional investment that must be made in our public schools if educational remediation is to be overcome."

In 1970 when the availability of assessment for Pennsylvania schools was first announced, the plan was to assess possibly 100 schools. But the response to the call for volunteers was overwhelming and over 300 school districts requested that their elementary and high schools be assessed. This greater-than-anticipated demand forced a re-thinking by the PDE staff to accept around 100 school districts instead of the original plan of 100 schools, resulting in 533 schools in 110 districts being accepted for the initial year of assessment.

What Assessment in Pennsylvania Is and Is Not

Although some people want to equate assessment with accountability, the label can be very misleading since the latter has almost as many definitions as users. In Pennsylvania's assessment program, the school is the unit of analysis, not the classroom unit, not the individual student, and not the school district.

Student scores are not aggregated for Miss Johnson's 5th grade, for example. Why not? Miss Johnson's 5th graders did not come to her as a "blank slate"—their knowledge and attitudes are a product of all their years of schooling. All her students did not come to her equally prepared. Some of her 10-year olds arrived in 5th grade knowledgeable, eager to continue learning, with positive development in many of the goal areas. Others came poorly prepared, some with a chip on their shoulder with, say, their self-esteem already destroyed after four previous years of schooling. Such disparate backgrounds of students are what make "teacher accountability" such a difficult concept and one not intended by the designers of the Pennsylvania Plan for assessment.

Nor are scores released for individual students. In the achievement areas schools can, by testing on their own, select tests most helpful to them, administer them at a time of the year most convenient for their local needs, and get faster turnaround time. (Since the

achievement testing is only a minor component of the wealth of data compiled for a school report, the time required to return results of achievement tests only for an individual school can obviously be shorter.) Moreover, by aggregating scores and not identifying students, students are promised anonymity (they remove their names before turning in their answer sheets) and can feel free to answer honestly without fear of reprisal or giving the "socially desirable" response. Such precautions are particularly important in attitudinal testing—possibly even more so because some of those attitudes sampled measure their attitudes toward school and the teachers.

Furthermore, student scores are not accumulated for the entire school district. It is not at all uncommon for the differences between schools of a district to be as marked as differences among districts. Indeed, many a town and thereby school district, has a "wrong side of the tracks" served by that American institution the "neighborhood school" where the less privileged students score lower on almost any academic measure.

What else is assessment not? It is not a device to standardize the curriculum; specific subject matter plays a minor role in the assessment battery. Nor is it a plan for officials in Harrisburg to tell schools they are "good" or "bad"—or even good or bad in specific areas.

What is assessment? It is a state plan that gives schools *information* about what their students know and feel, their teachers' perception of the school and community, and how these attitudes compare to those in schools throughout the Commonwealth. The key word is *information*—the value judgments are left to the local school officials.

This is in keeping with the tenor of the state law which inspired assessment. The law states: "The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable *directors* and *administrators* (editorial italics) to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program." It is not the role of state officials to make the judgments.

One of the great contributions of the Pennsylvania Plan is its awareness that schools have responsibilities other than the 3 R's. Although the Ten Goals of Quality Education are not new ideas in educational circles, their formal adoption by the State Board of Education gives them a prominence not common except in the often unpublicized "philosophy of education" of a school district. Individual schools now cannot only talk such a philosophy of broad-based goals but be assessed on that basis as well.

The other great contribution of the Pennsylvania Plan is its recognition that schooling does not take place in a vacuum, that what a school can accomplish with its pupils is influenced (restricted?) by the resources at its disposal—whether physical, financial or human. Schools receive comparative data on not only their status in the state, but also learn of their standing relative to schools with a similar set of resources to alleviate the invidious comparison of a school in, say, an impoverished, decaying town to its privileged opposite in a posh suburban setting.

Pennsylvania's Ten Goals of Quality Education

Quality education should:

I Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

II Help every child acquire understanding and appreciation of persons belonging to other racial, cultural and ethnic groups.

III Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.

IV Help every child acquire a positive attitude toward the learning process.

V Help every child acquire the habits and attitudes associated with responsible citizenship.

VI Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.

VII Give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of those opportunities.

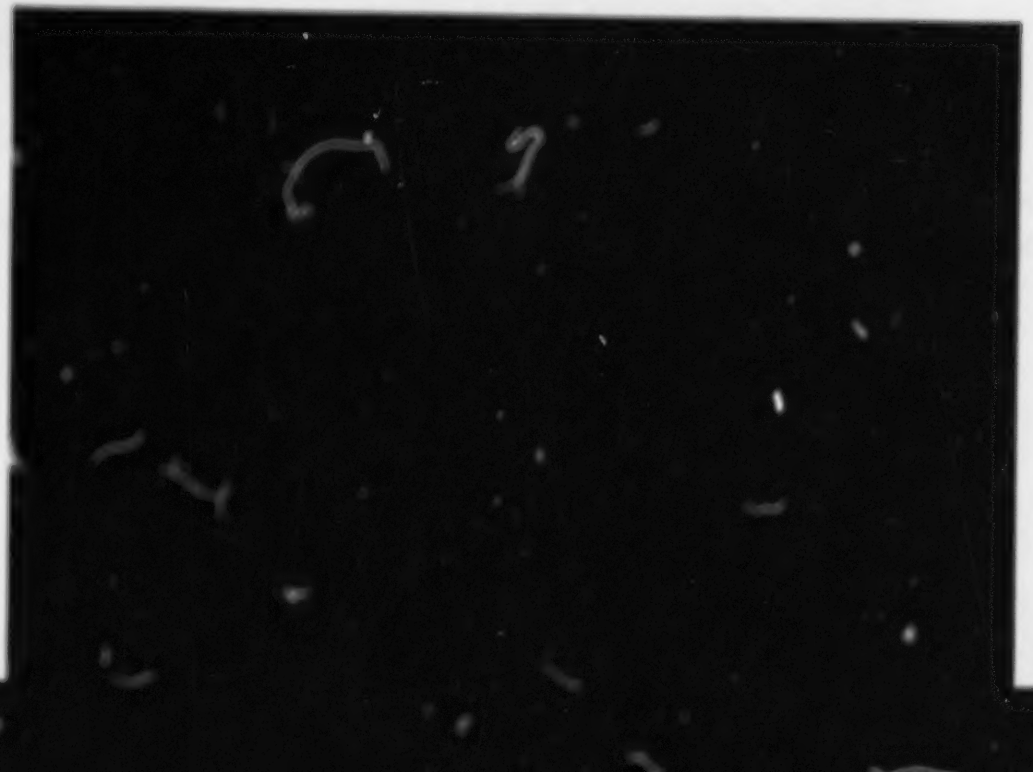
IX Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.

X Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

Legislation and History

Quality assessment in the Commonwealth of Pennsylvania has its origin in Section 290.1 of Act 299, August 8, 1963, generally known as the School District Reorganization Act. In hearings before the legislature, representatives of small districts testified that consolidation would eliminate the personal, quality education that they had been offering. Witnesses testifying for reorganization argued that only larger districts could offer the facilities and programs that make quality education possible. After this conflicting testimony and the bandying of the phrase "quality education," the legislators asked the question: "Just what is quality education?"

To insure that the forthcoming reorganization would create, not destroy, quality education spurred the legislature to include in Act 299 the requirement, to assuage supporters and foe alike, that the State Board of Education . . .



To carry out these mandates, the State Board of Education appointed from its members a committee on quality education. The committee first had to decide what the goals of education must be before any assessment could be made of how well schools were meeting those goals. After meeting with civic and professional leaders from throughout the state, the committee presented the Ten Goals of Quality Education which were adopted by the State Board of Education in November 1965.

In June 1967 the Bureau of Educational Quality Assessment was organized to translate the mandates of the act and the wishes of the State Board of Education into a workable plan of assessment. The project was conceived as a three-phase developmental Plan.

Phase I

Given the diverse and broad-based nature of the goals, the search for measuring devices was a difficult one. Although for some goals, standardized published tests were adequate, for many other goals no tests were available. In those areas PDE personnel developed and pilot-tested new measuring instruments.

By April 1968 a measurement package for all 10 goals was developed and, less than 10 months after the inception of the bureau, a pioneering assessment battery for 5th and 11th grades was field-tested in 100 schools throughout the state.

Phase I had as its purpose not only the construction, analysis, rewording, addition or deletion of test items, but also the identification of surrounding conditions related to student achievement and the development of computer analytic techniques to analyze the massive amounts of data.

Phase II

Developing workable and valid tests and questionnaires was just the beginning. If a given test has a possible range of scores 0-30 one might ask, "What does a score of 25 mean?" Is that an excellent score, average, highest in the state, lowest in the state? For new instruments, particularly those in the attitudinal areas, no answers are readily available.

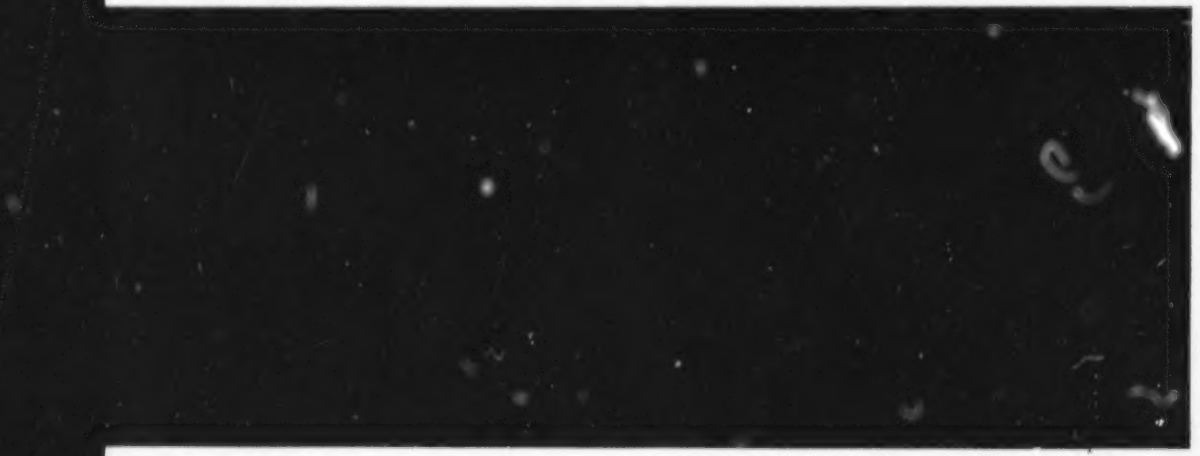
The purpose of Phase II was to obtain answers to those questions—the establishment of normative standards. To be statistically meaningful, one must administer the battery of tests and questionnaires to a large representative sample. This was accomplished in the fall of 1969 using a stratified random sample of some 37,000 students in grades 5 and 11 in 428 different schools throughout the state.

It might be helpful to emphasize at this point that these schools were selected and *asked* to participate because they were needed to satisfy the balance—geographic, for example—when designing a scientifically representative sample. No information was returned to these schools which gave the baseline data to which the assessed schools in three subsequent years were compared.

In selecting a representative sample, in most cases only one elementary school from a district was chosen, as the sample used school size and per pupil expenditure as the two criteria for representativeness. Since a given school which was needed to satisfy the state criteria might, in the eyes of local officials, be the "best" or "worst" of its schools, no data about individual Phase II schools were released lest one generalize from that school to say that all schools in the district were like that.

Phase III

The actual assessment of elementary and high schools began in the fall of 1970. (Once normative standards have been established for a given time of the year, in this case autumn, all subsequent testing must be done at the same point in the year under the same conditions—hence the origin of the name "standardized" tests.) The following table summarizes the voluntary participation to date:



Availability of Assessment

The participation of schools cited in the table above has been wholly voluntary. Nine months prior to the administration of the questionnaires, the Secretary of Education, via a School Administrators' Memorandum, announces the availability of assessment—in October for elementary schools (testing 5th graders) and high schools (11th graders) and in March for middle schools (7th graders) and junior high schools (9th graders). (The testing dates in the future will be spring for grades 5, 8 and 11.)

The district superintendent mails the application to Harrisburg, indicating a desire to participate and committing the district. (No cost ensues to the district except nominal postage or possibly telephone calls.)

Applications are accepted on a first-come, first-served basis but with a priority list. Since the number of applicants exceeds the budget allotment, every year districts have been turned away; thus in order to accommodate those rejected in the past, they are accorded top priority the following year. Second priority goes to new applicants and third priority is the districts that have participated in the past. The number of applications each year has never allowed acceptance of the last group--in other words if a district has participated it has not had the opportunity to re-test, say, two years later. This policy, although reasonable and understandable, has met with some discontent from districts rejected for a second participation. The hope is that appropriations will obviate the need for rejecting any volunteers in the future.

Mechanics of Assessment

On the application each superintendent nominates a school representative who is the contact person with the department for all aspects of the program and who coordinates all EQA activities within the district.

A month before the administration of the questionnaires, the school representatives attend the closest of several regional workshops held throughout the state to acquaint the school personnel with the standardized procedures to be followed in administering student questionnaires and the distribution of other forms to be completed by teachers and administrators of the participating schools. They also see, possibly for the first time, a model of the school report they will receive in a few months detailing the results for their schools.

The representatives are given a two-week period during which to administer the four-hour battery of tests and questionnaires—over five days for 5th grade pupils but over two days for other grade levels. Since norms were established at a given time of the year, some time restraints must be established but flexibility still exits to accommodate local schedules.

No monitors or proctors are provided by the state. The assessment plan's existence is dependent upon the cooperation of local district personnel. For the state to provide 2000 monitors would be a monumental —and expensive—undertaking.

While the students are anonymously responding to questionnaires designed to measure their status on the Ten Goals of Quality Education, teachers likewise are answering questions (again anonymously) about their background (age, education, experience, etc.), attitudes (regarding the school, community, administrators), and classroom practices (class size, pupil involvement in planning, etc.). Administrators concurrently supply data on school size, teacher turnover, community conditions.

The massive amounts of data (each student questionnaire requires as many as 600 responses) are entered on machine-scorable answer sheets. Data from these three sources are then merged with additional background information on file in Harrisburg (such as per pupil expenditures and average teacher education) to generate a school report.

Communicating the School Report

The preparation of the report for each school, although now completely computerized after a hectic initial year of hand preparation, is a painstaking, time-consuming process to ensure that data are complete and accurate. The report, three copies of which are prepared for each school, gives the local school personnel various types of information:

(i) The school's standing in the state on each of the Ten Goals of Quality Education.

(ii) The school's standing relative to schools operating with a similar set of resources. For example, the Appalachia school with limited resources is not expected to match the achievement of an affluent suburban school with a vastly different student body, faculty and financial support.

(iii) The school's standing on each of the different resources (as many as 44) which are employed in setting the "level of expectation" cited in (ii) that "similar" schools are meeting.

Schools have vastly differing resources

(iv) How many high and how many low student scores there were which contributed to the average score—school score—cited in (i). Student replies to selected items.

or

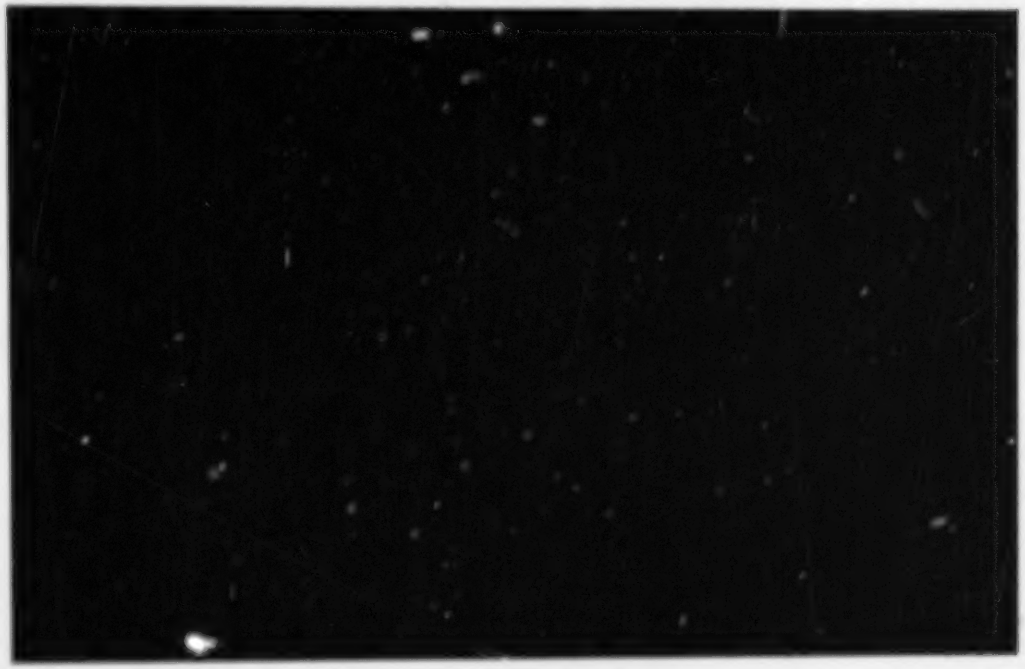
Student replies to selected groups of items (subscales on each goal).

The reports are hand-carried by EQA personnel to each participating district at a meeting with the chief school officer and anyone the superintendent wishes to invite. When volunteering to participate, both the superintendent and the department make a number of commitments. Among the latter, in keeping with the state mandate, is that all release of information by EQA will be to and through the superintendent; the number and complexity of the data further necessitate such a policy.

This initial meeting to interpret and discuss the results for a district's schools usually includes the building principals, central office personnel, and guidance counselors. At the discretion of the superintendent, school board members have been present and sometimes representatives of the press although the length of the daytime meetings (2½-3 hours) usually precludes their presence.

Since the reports are lengthy and complex, and a given district may be receiving the results typically for six or seven schools, the EQA staff spends most of the time discussing one of the reports in depth and illustrating how one can use the accompanying interpretation manual. Then a briefer period of time is occupied pointing up the highlights of the reports for the remaining schools.

At this point the state mandate is satisfied and the *official* role of EQA—to provide data to the school administrators and directors—has terminated. The EQA staff, however, has undertaken a number of projects (see EQA Follow-ups) to further assist the local school districts.



The high school report consists of 16 pages, one of which is replicated here showing graphically the school score (the average score of the 11th grade students) on each of the 10 goals.

The columns of M's shows the median score (50th percentile) for each goal. Half the normative schools scored above that point, half below. The A represents the actual score of the school on each goal. On Goal I, Self-Esteem, the school score is at the 92nd percentile, i.e., the sample school scored above 92 per cent of the schools in the state normative sample while only 8 per cent of the high schools received higher scores on Goal I.

The school score on Goal II was at the 40th percentile. The basic skills scores are divided into separate verbal and mathematics scores—the 22nd and 39th percentiles respectively.

Continuing with all the goal areas, one can get a profile of the school—its strengths and weaknesses, if you will. Using state rank alone, the strong areas appear to be Goals I and VII, the weak areas Goals IV and V.

Furthermore the row of X's for each goal represents the band of expectation for the school—what one would *expect*, or predict, the school to score knowing its standing on the 44 condition variables which identify the resources with which this school has to work.

A multiple regression analysis is used to make the predicted scores. No value judgments are involved. It is a statistical procedure which, by correlating goal scores with conditions, identifies which set of conditions is associated with high Goal I scores, for example. One is *not* saying what a school *should* score on a given goal, only what one would *expect* the school to score.

Using the criterion of whether this school's actual score is within, above, or below its prediction band, Goals I and VII continue to appear strong areas of student scores whereas there are four areas—Goals III-V, III-M, IV, V where student scores are below those of schools with a set of conditions similar to the sample school.

The school also receives its standing on each of the as many as 44 condition variables* which were identified, measured, and collected to calculate the predicted scores. Many school people find their standings on these variables of considerable interest in themselves—the socioeconomic status of the community, teacher satisfaction, student mores, to name a few. In all, the report is at least 15 pages long, the length depending on the grade level involved in the assessment.

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* The variables collected and their number vary with the grade level being assessed. The complete list of variables for grade 11 in 1972 was:

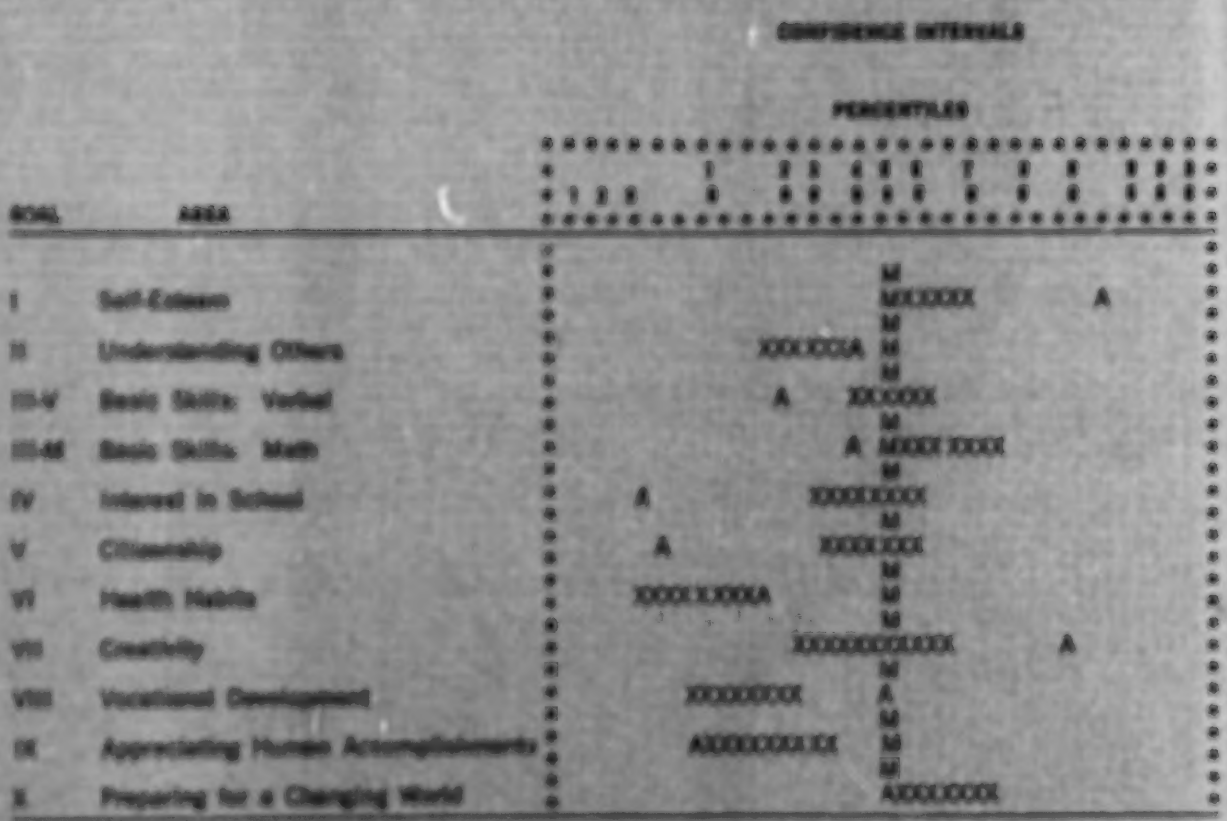
a. School and community variables—staff-pupil ratio, books-pupil ratio, school innovation, accessibility of library, accessibility of counselors, counselor-pupil ratio, school subsidy per pupil, instructional expenses per pupil, tax effort index, school smallness, predicted achievement index by location, interracial exposure, types of residences in school's community, holding power, continuing education.

b. Instructional staff variables—educational level of teacher's mother, occupational level of teacher's father, teacher's locale, teacher's college, teacher's education, teacher stability, teacher's age, teacher's sex, teacher experience, teacher present position, teacher salary, teacher satisfaction, teacher classroom practices, perception of actual characteristics influencing professional recognition, perception of ideal characteristics influencing professional recognition, teacher career, discrepancy.

c. Student variables—father's occupation, mother's occupation, percentage of mothers working, family socioeconomic status, mores—boys, mores—girls, personal values, occupational desire, occupational expectation, sex of students, predicted achievement index by race, attendance.

<<<< EQA, PHASE III – FALL 1970: NAME = SAMPLE SCHOOL ID = 999. DATE RUN = 09/30/72. >>>>

PERCENTILE BANDS BY GOALS:



R.S. An "A" in the Table Designates the Location of the Observed, Actual School Value.

"M" is Used to Represent the Median (50th %ile).

The XX . . . XX Band is the Prediction Band.

EQA Follow-Ups

The primary function of EQA is to devise the assessment procedure, administer the assessment operation, and report to the participating schools. However, many other operations have occupied the staff to help the schools in interpreting and utilizing the information provided in the school reports.

Second Interpretation Visits

In many instances EQA staff have been invited for a second interpretation visit—sometimes to clarify points, others to answer questions of school staff that arise as they analyze the results at their leisure. Other times staff have been called upon to help interpret and communicate the results to teachers at in-service meetings.

Workshop on Dissemination Procedures

Communication of the results to a school's various publics—the school board, teachers and the public—was the topic for a summer workshop to which participating districts were invited. Many administrators had requested such aid since an EQA staff of eight cannot accede to every request from every district to help disseminate results.

The purpose of the workshop was not to tell districts what, how, or to whom results should be communicated but rather how they could be—and have been—communicated. Rather than posing as experts, EQA staff enlisted personnel from some districts that they knew had used some interesting and different means to inform their publics.

One superintendent told of a weekend retreat with all his administrators where the results for each school were analyzed; each building principal had to explain—and defend—what the report meant to him and actions he planned to take to remedy deficiencies exposed.

A school psychologist showed a detailed written report which had been compiled by the central office staff, primarily for the faculty and school board, but which was later condensed for an all-day public meeting of parents, teachers and school officials.

Another entirely different and imaginative means of communicating results to the public was an artistically constructed slide-tape presentation devised by a district's director of pupil personnel services which has been used at PTA meetings and budget hearings showing deficiencies as well as strengths pointed out in the assessment report.

Many an administrator had been overwhelmed by the quantity and complexity of the data in the school report. The workshop succeeded in illustrating that not every number in every report need be shared with every audience and that each audience's needs and interests are different. They also saw various media used and possible approaches to overcome what they saw as roadblocks in their districts. No prescriptions were proffered but a number of possible approaches was illustrated.

Follow-up Questionnaire to Superintendents of Participating Districts

To ascertain on a systematic basis what impact EQA has on districts, what use they are making of what they had said was insightful information about their schools, a questionnaire was sent to the superintendent of each participating district. Do the results influence the decision-making at the local district or school (or classroom) level?

Many indicated they had made program or curricular changes as a result of their participation in EQA. Following are some of the changes reported:

- Faculty and student human relations meetings conducted
- Improve the "humanness" of the secondary faculty
- Changed emphasis in guidance, particularly in areas of self-esteem
- Revision of social studies curriculum
- Increased cultural program with ESEA Title I funds
- Concentration on knowledge of differing occupations
- Basic changes in reading and math program
- Health education program changed
- Teacher awareness of 10 goals

In all, one half of the districts indicated that revisions of some existing programs were under way as a result of the information provided. Almost half said the assessment report called their attention to a problem not previously noted. One can thus see that assessment is not an end unto itself but a means of providing useful information to decision-makers.

Observations in High and Low Scoring Schools

Another follow-up program conducted by EQA staff was an attempt to identify outstanding classroom practices in high-scoring schools that might be shared with low-scoring schools. Twenty-eight schools were identified for observational visits by a team of EQA staffers. Over 500 classrooms were visited for a classroom period; interviews were conducted with the teachers, students and administrators.

Little in the way of systematic differences were observed that could account for high scores above the prediction band. There is more of a commonality among schools than differences which, although not answering the question at hand, did

confirm the statistical results already tabulated. For example, staff-pupil ratios had shown no significant correlation with any goal at either the 5th or 11th grade level.

Observations explained the absence of such a relationship: the observers found teachers tend to teach the same way whether they have 15 students or 30 students in their room. There is a great potential for difference in class size which is yet to be realized.

Indeed, school variables and teacher variables as presently identified and measured account for little of the variance in student scores. As has been found in other large survey studies (e.g., Coleman report), the factors that influence student achievement in a meaningful, measurable way are family conditions, community background, and peer group pressures and standards.

Aid from PDE Staff

Also in the area of follow-ups, school districts ask, "So I'm low in Goal IV (interest in school and learning), what can you as a Department of Education do to help me?" A basic education inter-bureau force was established to provide help to school districts asking just such a question. The surface has just been touched in this area as more subject-matter oriented people in both the department and the field must search for the role of the school and teacher in establishing a young person's self-esteem, appreciation of culture, creativity, or interest in learning. A unit has been formed in the Division of Educational Quality Assessment to coordinate follow-up activities and share promising educational practices of high-scoring schools with the lower-scoring schools. The answers are not easily forthcoming but hopefully with more people now asking the "right" questions, the quest for quality education will be successful.

The Future

Educational Quality Assessment is expected to continue its service to the 501 school districts of the Commonwealth. Revisions of an evolutionary nature are planned as has been the case every year since the program's inception.

After the first year the greatest changes took place in the reporting procedures. There came refinements of the prediction process and later revision of the tests and questionnaires used for assessment. Norms also must be updated periodically.

Effective with the 1973-74 school year, assessment is planned for grades 5, 8 and 11 in each participating district. All districts are expected to volunteer within a three-year period. That means 165-170 districts per year (as many as 1500 schools) must be accommodated. This numerical increase will force modifications in the interpretation process which will require staffing and other changes—the ripple effect that a change in any dependent chain system brings about.

Assessment to be on Three-Year Cycle

As soon as every school has had an opportunity to participate in assessment, the plan is to assess districts on a three-year cycle so that if a school has instituted a new program to upgrade its status on, say, Goal 1, it would be possible to determine whether any change in the students' self-esteem had been effected. All new, innovative programs are adopted without any measure of their effectiveness.

Research Findings Shared

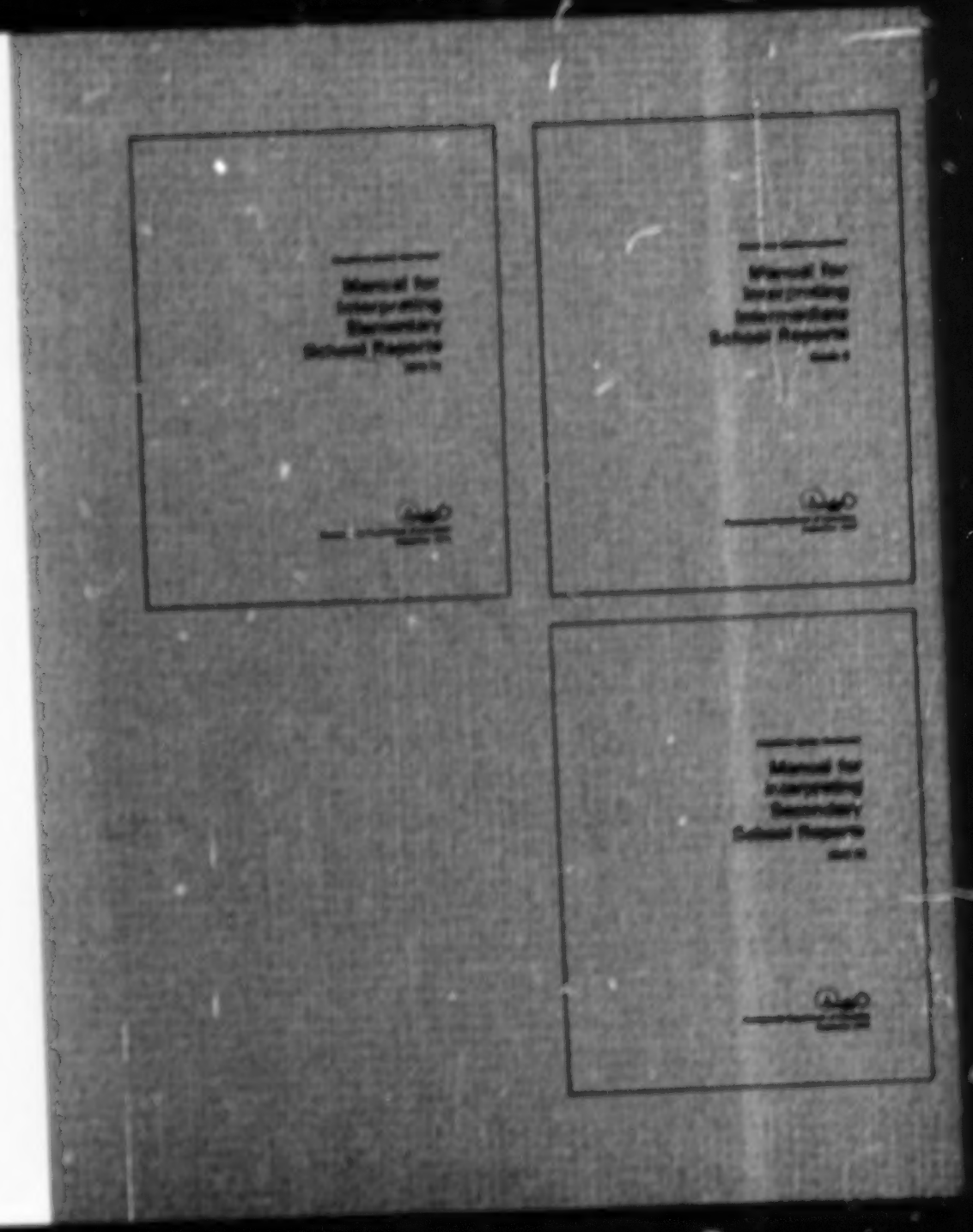
BQA expects to continue to share the wealth of data on schools and students (anonymized by name, of course) with other states, universities, researchers, and other concerned parties in both the public and private sector. Such sharing has taken place with such diverse organizations as Johns Hopkins and Harvard universities, Pennsylvania School Boards Association, researchers at The Pennsylvania State University, the Citizens Commission on Basic Education, Educational Testing Service, and the U.S. Office of Education.

"Spreading the Gospel"

Pennsylvania administrators have, by and large, become familiar with and supportive of the state's efforts and findings in the assessment area. In many cases, teachers (both in-service and pre-service) have remained uninformed of BQA's activities. BQA hopes to reach these audiences through increased efforts at the state's teacher preparation institutions and renewed activity in the in-service area; for without the knowledge, support and cooperation of the classroom teachers, any efforts to improve the quality of education for the 2,372,000 public school students of the Commonwealth will be in vain.

Conclusion

EQA is not a panacea for the ills of the schools; it cannot silence the many legitimate cries of critics. It offers no foolproof formulas or answers for improvement. But it does offer schools an unparalleled vantage point for looking at themselves—an information base which is really only the starting point for self-analysis. The insights provided by the objective information in the school report combined with the intimate knowledge of a district only the local school officials possess can aid in bringing the concept of quality education closer to a reality.



Educational Quality Assessment

School Report: A Status Profile

Pennsylvania Department of Education 1973

EQA Inventory Technical Manual

A Longitudinal Study of the Pennsylvania Grade 1 Educational Quality Assessment Package

Educational Quality Phase II Findings Assessment

The Pennsylvania Plan

Educational Quality Phase II Findings Assessment

Pupil, School and Community Conditions

Educational Quality Phase II Findings Assessment

Phase II Data Analysis

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